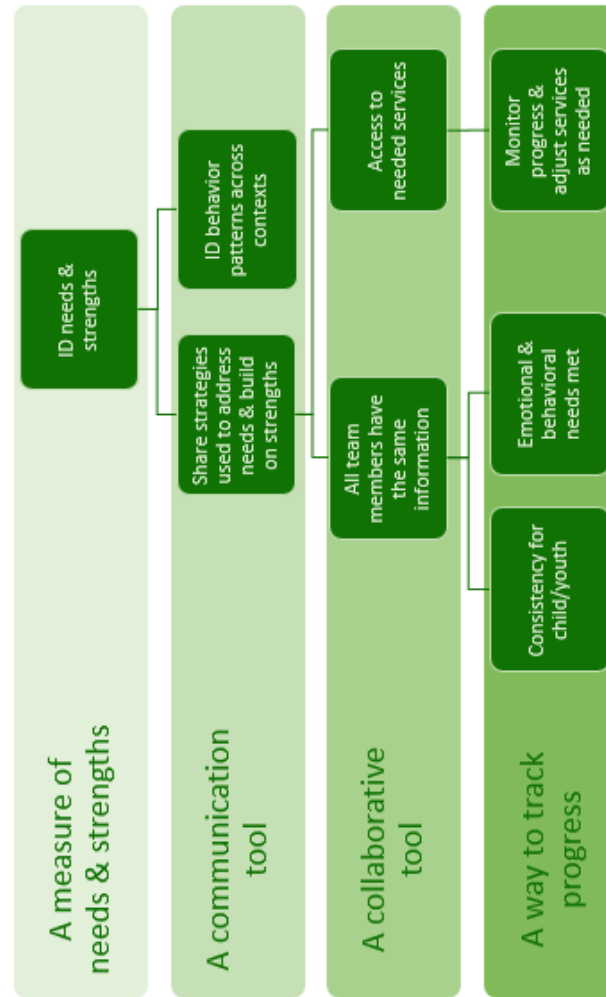
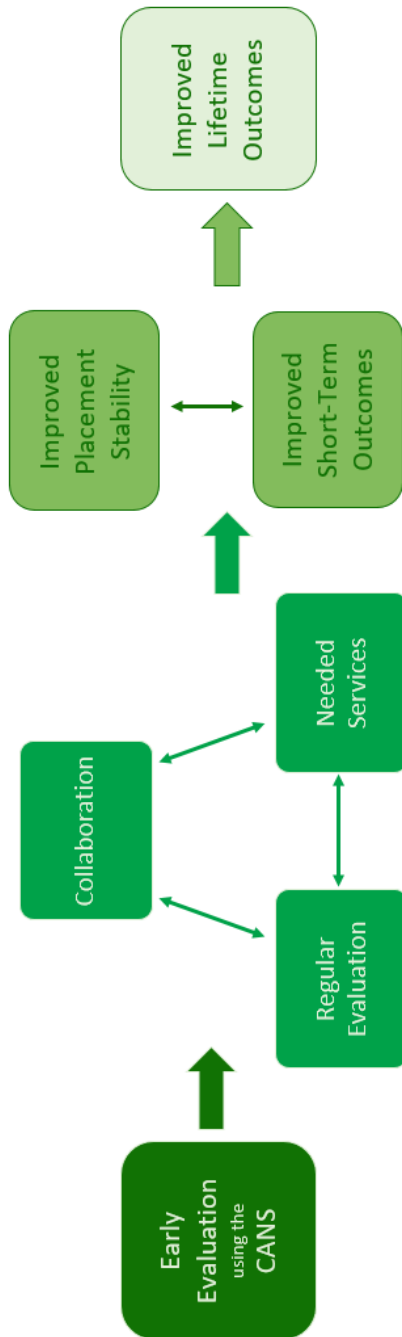


## Logic Model



## Using the CANS to Support a Child or Youth

**C**hild and  
**A**dolescent  
**N**eeds and  
**S**trengths



THE UNIVERSITY OF VERMONT  
**EDUCATION AND  
 SOCIAL SERVICES**



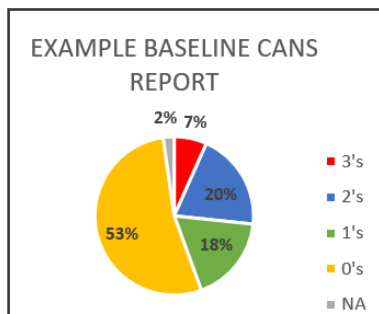
## The CANS is...

- ✓ **Completed by a trained & certified rater**
- ✓ **A simple tool that will help you...**
  - Create a team & bolster communication among members
  - Turn anecdotal information into data
  - Identify the child/youth's needs and strengths to ensure implementation of the right supports & services
  - Track change over time
  - Manage & reduce challenging behaviors
- ✓ **The individual items on the CANS are organized into 5-6 categories**
  - Child Behavioral/Emotional Needs
  - Life Domain Functioning
  - Child Strengths
  - Caregiver Needs & Strengths
  - Child Risk Factors
  - Child Risk Behaviors

### ✓ **Scored from 0-3 for each item**

Score	Strengths	Needs
0	Centerpiece strength	No evidence of need
1	Useful strength	History, mild, suspicion
2	Identified strength	Moderate, action needed
3	No evidence of strength	Severe, disabling, dangerous, immediate action needed

- ✓ **Completed every 6 months, allowing you to**
  - Monitor progress
  - Adjust supports/services to match the current level of need



## Collaboration using the CANS

*You may be invited to participate in a CANS meeting with a local provider, or you may decide to schedule a meeting yourself!*

### 1. If you decide to schedule a CANS meeting...

- This may be done in conjunction with an Individualized Education Plan meeting, Coordinated Services Plan meeting, or other team meeting
- Include all of the important adults and service providers in the child/youth's life, *including a certified CANS rater*
- Decide whether the child/youth will attend the meeting. If not, how will their voice be represented?
- Provide information about the CANS to team members ahead of time (see *References & Additional Resources*)

### 2. Score the CANS during the team meeting

- The *certified CANS rater* will facilitate discussion & score each item
- Speak up! Don't be afraid to ask questions and add information

### 3. Review the CANS results: Identify & discuss the child/youth's strengths and needs

- How can various team members build on these strengths as they work to meet the identified needs?

### 4. Incorporate CANS results into a service plan, if applicable

- e.g., IEP, CSP, Behavior Plan
- This will look different for each child/youth; for example, finding ways to promote resilience or creatively preempt predictable needs

### 5. Repeat approximately every six months

- Update and review the CANS
- Adjust plans, supports, and services

## The CANS is NOT...



## References & Additional Resources

*All references & resources can be found on the Agency of Human Services: Integrating Family Services (IFS) website:*

<http://ifs.vermont.gov/content/child-and-adolescent-needs-and-strengths-cans-0>

- ✓ CANS Brochure for Caregivers.
- ✓ Northwestern Counseling & Support Services. (2016). *CANS: A family guide*. Available from Northwestern Counseling & Support Services (NCSS), and on the IFS website.
- ✓ Praed Foundation. (1999). *Child and Adolescent Needs and Strengths (CANS) Vermont: Comprehensive Multisystem Assessment for Children and Youth 5 Years – 22 Years*.
- ✓ Praed Foundation. (2016). *Vermont Child and Adolescent Needs and Strengths Ages 0-5 (CANS 2.0)*.

*To find a certified CANS rater, please contact your local designated mental health agency:*

<http://ddsd.vermont.gov/designated-agencies-listed-countyregion>